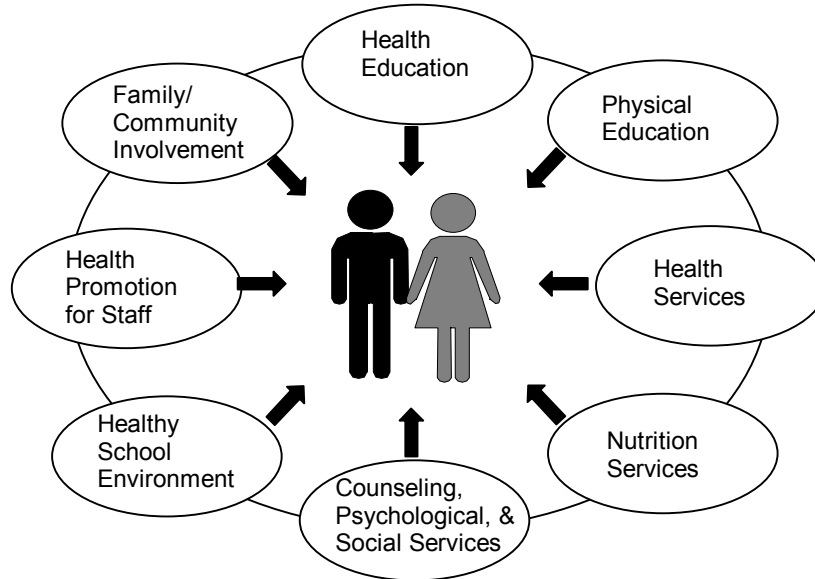


Module 3: Physical Education and Other Physical Activity Programs

Instructions for Module Coordinator

Habits and practices related to physical activity, eating, and tobacco use are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 3 team.

Physical education teacher
Teacher(s)
Coach(es)
School nurse

Parent(s)
Student(s)
Community member(s)

2. Make a photocopy of the module Questionnaire (pages 4-12) for each Module 3 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 13-14).
3. Give each Module 3 team member a copy of the Module 3 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

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4. At a Module 3 team meeting:

- Discuss each question on the Module 3 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. *The School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

1. Carefully read and discuss the Module 3 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 13-14).

		Fully in Place	Partially in Place	Under Develop- ment	Not in place
3.1	225 minutes of physical education per week	3	2	1	0
3.2	Adequate teacher/student ratio	3	2	1	0
3.3	Sequential physical education curriculum consistent with standards	3	2	1	0
3.4	Physical education grading	3	2	1	0
3.5	Focus on competency and proficiency in movement forms	3	2	1	0
3.6	Individualized physical activity/fitness plans	3	2	1	0
3.7	Health-related physical fitness	3	2	1	0
3.8	Instruction for students with special health care needs	3	2	1	0
3.9	Safety standards	3	2	1	0
3.10	Students active at least 50% of class time	3	2	1	0
3.11	Teachers avoid practices that result in student inactivity	3	2	1	0
3.12	Physical education is enjoyable	3	2	1	0
3.13	Promote community physical activities	3	2	1	0
3.14	Credentialed physical education teachers	3	2	1	0
3.15	Professional development for teachers	3	2	1	0
3.16	Participation in extracurricular physical activity programs	3	2	1	0
3.17	Training requirements for coaches	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 51) X 100			%

Module 3: Physical Education and Other Physical Activity Programs

Questionnaire

3.1 225 minutes of physical education per week

Do all students in each grade receive physical education* for at least 225 minutes per week throughout the school year, spread over at least three days per week but preferably over five days?

**Physical education means structured physical education classes or lessons, not physical activity breaks and not substitution of participation in a sport team, ROTC, marching band, etc., for physical education course credit.*

3 = Yes.

2 = 135-224 minutes on at least three days of the week throughout the school year.

1 = 135 or more minutes on one or two days of the week throughout the school year.

0 = Fewer than 135 minutes per week.

3.2 Adequate teacher/student ratio

Do physical education classes have a teacher/student ratio comparable* to that of other classes?

Note: Aides and volunteers should not be counted as teachers in the teacher/student ratio.

**Comparable means approximately the same number of students per teacher as in other classes.*

3 = Yes.

2 = The ratio is somewhat larger (up to one and a half times larger) than the ratio for most other classes.

1 = The ratio is considerably larger (more than one and a half times larger), but there are plans to decrease it.

0 = The ratio is considerably larger (more than one and a half times larger), and there are no plans to decrease it.

3.3 Sequential physical education curriculum consistent with standards

Do all who teach physical education use a sequential* physical education curriculum that is consistent** with state or national standards for physical education (see standards below)?

**Sequential means a curriculum that builds on concepts taught in preceding years.*

***Consistent means that the curriculum addresses the key learning objectives identified by the standards.*

3 = Yes.

2 = Some use a sequential curriculum, and it is consistent with state or national standards for physical education.

1 = Some use a sequential curriculum, but it is not consistent with state or national standards for physical education.

0 = None do, **or** the curriculum is not sequential, **or** there is no physical education curriculum.

National Standards for Physical Education (For Question 3.3)

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

National Association for Sport and Physical Education. *Moving into the Future: National Standards for Physical Education*. Boston: WCB/McGraw-Hill, 1995.

3.4 Physical education grading

Do students earn grades for required physical education courses? Do the grades count as much as grades for other subjects toward academic recognition (for example, honor roll, class rank)?

3 = Yes. (Note: If the school does not give academic recognition but does give a grade, you may select 3.)

2 = Students earn grades, but the grades count less than those for other subjects.

1 = No, but there are plans to change this practice.

0 = No, and there are no plans to change this practice **or** there are no required physical education courses.

3.5 Focus on competency and proficiency in movement forms

Does the physical education program focus on students' development of competency* in many movement forms and proficiency** in some movement forms***?

**Competency means sufficient ability, consistency of performance, and confidence to participate successfully and enjoyably in physical activities and to facilitate continued learning.*

***Proficiency means advanced ability resulting in higher levels of performance.*

****Examples of movement forms include:*

- ✓ various forms of dance (for example, folk, ballroom, popular)
- ✓ various individual/dual sports (for example, running, golf, tennis, gymnastics)
- ✓ various team sports (for example, soccer, softball, basketball, volleyball)
- ✓ swimming and other aquatic activities (for example, diving, water aerobics, water polo)

3 = Yes, it focuses on development of competency in many and proficiency in some movement forms.

2 = It focuses on development of competency in some and proficiency in some movement forms.

1 = It focuses on development of competency in some movement forms, but does not focus on development of proficiency in any movement forms.

0 = It does not focus on development of competency in movement forms.

3.6 Individualized physical activity/fitness plans

Do students design and implement their own individualized physical activity/fitness plans* as part of the physical education program? Do physical education teachers provide ongoing feedback to students on progress in implementing their plans?

**Individualized physical activity/fitness plan means a written plan that contains*

- ✓ *long-term and short-term personal goals for participating regularly in physical activities and maintaining or improving health-related fitness*
- ✓ *specific actions to achieve those goals*
- ✓ *timeline for taking specific actions, assessing progress, and achieving goals*
- ✓ *methods that will be used to record actions taken and assess progress*
- ✓ *rewards for achieving goals*

3 = Yes.

2 = Students design and implement their own individualized plans, but teachers provide only occasional feedback.

1 = Students design and implement their own individualized plans, but teachers provide no feedback.

0 = Students do not design and implement their own individualized plans.

3.7 Health-related physical fitness

Does the physical education program integrate instruction* on health-related fitness** into many lessons throughout the year?

**Integrate instruction means provide opportunities for students to learn and practice:*

- ✓ *knowledge related to health-related fitness*
- ✓ *behavioral skills related to health-related fitness*
- ✓ *physical activities that contribute to health-related fitness*
- ✓ *assessment of health-related fitness (fitness test)*
- ✓ *interpretation and use of fitness test results*

***Health-related fitness means cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition.*

3 = Yes.

2 = Into only about half the lessons.

1 = Into fewer than half the lessons.

0 = Into none of the lessons.

3.8 Instruction for students with special health care needs

Does the physical education program consistently use instructional practices* that are appropriate for students with special health care needs**?

Examples of such **instructional practices include:*

- ✓ *conducting adapted physical education classes*
- ✓ *adapting physical education goals and objectives*
- ✓ *adapting tests*
- ✓ *adapting sports and activities*
- ✓ *using modified equipment and facilities*
- ✓ *using a second teacher, aide, physical therapist, or occupational therapist to assist*
- ✓ *using peer teaching (for example, teaming students without special health care needs with students who have such needs)*
- ✓ *allowing students to carry and administer their own medications or conduct self-testing if the parent/guardian, health care provider, and school nurse so advise.*

***Examples of **special health care needs** include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis.*

3 = Yes.

2 = The physical education program uses at least some of these instructional practices, but not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).

1 = None of the practices are used, but there are plans to implement some of the practices.

0 = None of the practices are used, and there are no plans to implement them.

3.9 Safety standards

Does the physical education program follow safety standards related to the following?

- ✓ *adequate supervision*
- ✓ *protective clothing and safety equipment*
- ✓ *appropriate dress and footwear*
- ✓ *regular inspection and repair of facilities and equipment*
- ✓ *safe, age-appropriate equipment*
- ✓ *minimizing exposure to sun, smog, and extreme temperatures*
- ✓ *infection control practices for handling blood and other body fluids*
- ✓ *adequate and safe facilities and spaces*

3 = Yes, for all eight of the issues listed above.

2 = For six or seven of the issues.

1 = For four or five of the issues.

0 = For three or fewer of the issues.

3.10 Students active at least 50% of class time

Do teachers keep students moderately to vigorously active* at least 50% of the time** during most or all physical education class sessions?

**Moderately to vigorously active means engaging in physical activity that is equal in intensity to or more strenuous than fast walking.*

***At least 50% of the time means at least half of the total time scheduled for a physical education class session.*

3 = Yes.

2 = During about half of the classes.

1 = During less than half the classes.

0 = During none of the classes.

3.11 Teachers avoid practices that result in student inactivity

Do teachers avoid using practices* that result in some students spending considerable time being inactive in physical education classes?

**Examples of such practices include:*

- ✓ *using games that eliminate students*
- ✓ *having many students stand in line or on the sidelines watching others and waiting for a turn*
- ✓ *organizing activities in which fewer than half the students have a piece of equipment and/or a physically active role*
- ✓ *allowing highly-skilled students to dominate activities and games*

3 = They never use such practices.

2 = They seldom use such practices.

1 = They frequently use such practices, but there are plans to stop using them.

0 = They frequently use such practices, and there are no plans to stop using them.

3.12 Physical education is enjoyable

Do most students, including most who are athletically gifted and most who are not athletically gifted, find physical education an enjoyable experience?

3 = Yes, most of one group and most of the other group find it enjoyable.

2 = Most of one group, but few of the other group find it enjoyable.

1 = Few in both groups find it enjoyable, but there are plans to make it more enjoyable.

0 = Few in both groups find it enjoyable, and there are no plans to make it more enjoyable.

3.13 Promote community physical activities

Does the physical education program use three or more methods* to promote student participation in a variety of community physical activity options**?

Examples of **methods include:*

- ✓ *class discussions*
- ✓ *bulletin boards*
- ✓ *public address announcements*
- ✓ *take-home flyers*
- ✓ *homework assignments*
- ✓ *newsletter articles*
- ✓ *academic credit for participating in community physical activities and programs*

***Examples of **community physical activity options** include clubs, teams, recreational classes, special events, and use of playgrounds, parks, and bike paths.*

3 = Yes.

2 = The physical education program promotes participation in a variety of community physical activity options, but through only one or two methods.

1 = The program promotes participation in only one type of community physical activity option.

0 = The program does not promote participation in community physical activity options.

3.14 Credentialed physical education teachers

Are all physical education courses taught by credentialed* physical education teachers?

****Credentialed** means teachers who have been awarded a credential by the state permitting them to teach physical education.*

3 = Yes.

2 = Most courses are taught by a credentialed physical education teacher.

1 = Few courses are taught by a credentialed physical education teacher.

0 = No courses are taught by a credentialed physical education teacher.

3.15 Professional development for teachers

Do all who teach physical education participate at least once a year in professional development/continuing education* in physical education?

**Professional development/continuing education means on-site (school, district) and off-site (city, state, national) training opportunities, such as conferences, workshops, etc.*

3 = Yes.

2 = At least half do.

1 = Fewer than half do.

0 = None do.

3.16 Participation in extracurricular physical activity programs

Do at least 50% of boys and 50% of girls participate in school-sponsored extracurricular physical activity programs*?

**Extracurricular physical activity programs include intramural activities, physical activity clubs (for example, dance, hiking, karate), and interscholastic sports.*

3 = Yes, at least 50% of boys and at least 50% of girls participate.

2 = At least 50% of one sex, but less than 50% of the other sex, participate.

1 = Less than 50% of boys and less than 50% of girls participate.

0 = There are no extracurricular physical activity programs.

3.17 Training requirements for coaches

Does the school or district require all interscholastic sport coaches to have training* in the sport(s) they coach that reflects competency in the skills and knowledge outlined in the National Standards for Athletic Coaches (see standards below)?

**Training means taking courses taught within a college/university professional preparation program or courses provided by the school district, community youth sports programs, or national coaching education programs.*

3 = Yes.

2 = The school or district requires training but does not require that the training reflect competency in the skills and knowledge outlined in the National Standards for Athletic Coaches.

1 = The school or district does not require training, but there are plans to start requiring it.

0 = The school or district does not require training.

***National Standards for Athletic Coaches
(For Question 3.17)***

The 37 standards are grouped into the following eight domains:

1. Injuries: prevention, care, and management
2. Risk management
3. Growth, development, and learning
4. Training, conditioning, and nutrition
5. Social/psychological aspects of coaching
6. Skills, tactics, and strategies
7. Teaching and administration
8. Professional preparation and development

National Association for Sport and Physical Education. *Quality Coaches, Quality Sports: National Standards for Athletic Coaches*. Dubuque: Kendall/Hunt, 1995.

Module 3: Physical Education and Other Physical Activity Programs

Planning Questions ***(photocopy before using)***

The Module 3 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity, healthy eating, and a tobacco-free lifestyle. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's physical education and other physical activity policies and program?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, provide 225 minutes of physical education per week).

Continued on next page

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

Planning Question 3: List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

Importance	How important is the recommendation to my school? 5 = Very important 3 = Moderately important 1 = Not important
Cost	How expensive would it be to plan and implement the recommendation? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive
Time	How much time and effort would it take to implement the recommendation? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the recommendation? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic
Feasibility	How difficult would it be to attain the recommendation? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult

[illegible]